

Introduction

The Bachelor of Education in Education and Psychology programme is a unique, four-year, double-honours degree. Since its inception in 2004, this programme has grown from strength to strength, such that it has become the most prestigious teaching programme in Ireland, and is one of the most successful psychology programmes in the country with students from the programme gaining both national and international recognition for their academic research skills.

The Bachelor of Education in Education and Psychology programme leads to both an academic and a professional qualification. Graduates of this programme have a professional qualification as a primary school teacher, which is recognised by the Teaching Council of Ireland, and they have an academic qualification in psychology which has been accredited by the Psychological Society of Ireland.

Places on this programme are in high demand as prospective students recognise the quality of the double-honours degree that they will receive. They appreciate the variety within the programme which enriches their college experience. Students enjoy the balance between education and psychology and acknowledge the complementarity between both disciplines.

Graduates of the B.Ed. in Education & Psychology programme benefit hugely from studying psychology. They are equipped with exceptional skills in assessment, research and statistics which enables them to offer expertise in relation to the school self-evaluation data collection and analysis process. They are well placed to assist with assessment coordination. The study of cognitive psychology and the biological basis of behaviour affords them unique insights into learning, memory and attention. Advanced modules in developmental psychology, educational psychology and inclusive education for children with special educational needs equip graduates of this programme with the necessary skills to understand and to support the diversity of educational challenges that emerge in today's classrooms. The study of social psychology prepares graduates for working effectively as part of collaborative teams and offers graduates a critical understanding into the creation of motivating classroom and school environments.

Graduates of the B.Ed. in Education & Psychology programme are creative, innovative, critical thinkers who are well positioned to contribute to the growth and development of school communities. They are particularly well placed to embrace leadership opportunities in SEN, assessment and school improvement planning.

Psychology Modules	
Introduction to Psychology	Social Psychology I & 2
Research Methodology 1 & 2	Cognitive Psychology 1 & 2
Psychology of Learning and Development	Personality and Individual Differences
Information Technology in Psychology (Statistics)	Biological Basis of Behaviour
Psychological Perspectives on Behaviour	Undergraduate Dissertation
Design & Ethical Evaluation of Psychological Research	Developmental Psychology
Advanced Issues in Educational Psychology (Inclusive Education for children with SEN)	Psychology Elective: <ul style="list-style-type: none"> • The Psychology of Motivation • Health Psychology • Abnormal Psychology

Year 1: Learner

During Year 1 of the programme the graduate undertook a programme of study designed around the theme of 'Learner'. In Year 1 the graduate's school placement preparation and experience was focussed on the middle classes. The graduate completed four psychology modules over the course of this year, taking an introductory module in psychology and modules in both research methods and social psychology. The graduate's academic focus in relation to education was on the following:

YEAR 1 - LEARNER

- Language and Literacy (English Language)
- An Ghaeilge agus Múineadh na Gaeilge
- Introduction to Mathematics and Pedagogy
- Academic Writing & ICT
- Understanding the Child as Learner - Educational Methodology, Microteaching, Developmental Psychology, Educational Psychology
- Schools and Society 1 - History, Philosophy, Sociology of Education
- Introduction to Science
- Education about Religious Beliefs and Ethics
- Introduction to Creative Arts - Art, Music, Visual Arts
- School Placement - Middle Classes

Year 2: Teacher

During Year 2 of the programme the graduate undertook a programme of study designed around the theme of 'Teacher'. During this year a broad range of subject areas and disciplines were explored including the study of inclusive education for children with special educational needs and classroom management approaches. The graduate completed psychology modules in the following areas; cognitive psychology, personality and individual differences, statistical analysis and psychological perspectives on behaviour. The graduate's school placement preparation and experience was focussed on the senior classes. The graduate's academic focus in education was on the following:

YEAR 2 - TEACHER

- Language and Literacy
- An Ghaeilge agus Múineadh na Gaeilge
- Teaching of Mathematics
- Teaching and Learning with ICT
- Creating a Positive Classroom Environment: Educational Psychology
- Social Studies (History & Geography)
- Christian Religious Education and/or Religious Education in Multi Denominational Schools
- Social Personal and Health Education
- Physical Education
- Inclusive Education for Children with Special Educational Needs
- Schools and Society
- School Placement

Year 3: Leader

Year 3 of the programme was designed around the theme of 'Leader'. Over the course of the year this theme was explored across a broad range of subject areas and disciplines. There was a particular focus on the study of early childhood education. The graduate engaged in specific study in the area of assessment completing an extensive assessment portfolio which included both 'Assessment for Learning' and 'Assessment of Learning' approaches. The graduate's school placement preparation and experience was focussed on the infant classes. The graduate completed five advanced modules in psychology over the course of this year; Cognitive Psychology 2, Social Psychology 2, Advanced Research Methods, Design & Ethical Evaluation of Psychological Research and the Biological Basis of Behaviour. The graduate's academic focus in education was on the following:

YEAR 3 - LEADER

- Early Childhood Education
- Teaching Mathematics and Science
- Schools and Society - History, Philosophy, Sociology of Education
- Language and Literacy
- Creative Arts - Visual Art, Music, Drama
- Early Primary Education
- Assessment For and Of Learning
- School Placement - Senior Classes, Multi-Class Placement
- Applied Placement

Year 4: Researcher

Year 4 was designed around the theme of 'Researcher'. Throughout the year the graduate was encouraged to develop as an autonomous, self-directed learner. The graduate spent all of the first semester on an extended school placement which enabled the graduate to engage with the broader school community. The graduate was encouraged to offer his/her own unique set of skills and expertise to the school, to find ways to demonstrate initiative in bringing a particular curricular focus to the host school, and to learn about aspects of school life outside of the classroom. During this year the graduate compiled a portfolio showcasing samples of work completed over the course of the entire degree. The graduate completed a module that included a focus on leadership and policy in education and engaged in modules in advanced educational psychology and inclusive education and in advanced developmental psychology. The graduate designed, implemented and reported on a capstone research dissertation in educational psychology/psychology. The graduate also chose an elective in psychology from the following suite of options; Psychology of Motivation, Abnormal Psychology or Health Psychology. The graduate's academic focus in education was on the following:

YEAR 4 - RESEARCHER

- Extended School Placement - All Class Levels including SEN
- Policy and Leadership in Education
- Advanced Educational Psychology & Inclusive Education for children with SEN
- Portfolio - Showcase of Achievements
- Advanced Developmental Psychology

In meeting the needs of Irish society Mary Immaculate College offers two distinct programmes within the curricular area of Religious Education: one in Christian Religious Education, which is designed to prepare students to teach Religious Education in Christian Primary Schools and a second in Religious Education in Multi-denominational Schools, which prepares students to teach in Educate Together Schools, Community National Schools and other multi-denominational schools.

STUDENT NAME:

has chosen to complete both programmes and these programmes are synthesised below.

Christian Religious Education

Christian Religious Education modules explore the foundations of Christian Religious Education by drawing upon a selection of official Church documents. This gives students a foundation on which to discuss the ethos of Christian schools and the spirituality of the child and the teacher and to address the teaching of Christian Religious Education in the Irish Primary School. The modules addresses different approaches relevant to the teaching of Christian Religious Education in a diverse range of Irish primary schools. Students are facilitated to differentiate and understand various teaching methodologies in relation to an inclusive Christian Religious Education. Key theories of Christian Religious Education are explored as well as the nature of the Catholic school within the changing religious and secular context of Ireland. Students engage with a variety of Religious Education programmes within the Christian tradition, *Grow in Love*, *Alive-O* and *Follow Me*. Students are introduced to sacred rites, rituals and texts within the Christian tradition and will explore appropriate methodologies for the preparation of children for the Sacraments of Reconciliation, Eucharist and Confirmation within the Catholic Tradition.

Religious Education in Multi-Denominational Schools

The Multi-denominational Religious Education course addresses different approaches relevant to the teaching of Religious Education (RE) in a diverse range of Multi-denominational Irish primary schools. It introduces students to the principles of religiously inclusive teaching and learning. Students are given a brief overview of inter-religious learning in European State Schools and engage with a variety of programmes within Multi-denominational school including *Learn Together* and *Goodness Me Goodness You*. Students explore how to teach children about humanist and non-religious perspectives and values. Students are facilitated to differentiate and understand various teaching methodologies in relation to an inclusive Religious Education. An emphasis is placed on key principles and methodologies underlying the teaching of Religious Education in multi-denominational schools. The modules address the issue of teaching children about a variety of religious beliefs, world religions, human spirituality, and ethical and environmental issues.

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STUDENT NAME:

has chosen to complete the Christian Religious Education programme.

Christian Religious Education

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First Year/An Chéad Bhliain

School Placement 1: This non-teaching placement takes place in a middle class (1st – 4th) and it is a partnered placement. Students engage with both pupils and the teacher, learning about pupils as learners and developing familiarity with classrooms, before they begin to teach in the following semester. School Placement 1 gives students the opportunity to act as classroom assistants and to observe pupils. In college tutorials they reflect on their classroom experience.

School Placement 2: For this placement students return to the same classroom. Students are gradually introduced to whole class teaching with their teaching load increasing incrementally. Students have the opportunity to teach all areas of the curriculum addressed in lectures in Semester 1 and Semester 2.

Socrúchán Scoile 1: Tarlaíonn an socrúchán seo i meánrang (rang 1-4). Bíonn páirtneir ag an mac léinn. Ní gá do na mic léinn múineadh ar an socrúchán seo. Bunaítear caidreamh idir na daltaí, an múinteoir agus an mac léinn. Foghlaimíonn siad faoi dhaltaí mar fhoghlaimí agus bailíonn siad eolas ar ghnásanna an tseomra ranga sula dtosaíonn siad ag múineadh. Tugann Socrúchán Scoile 1 deis don mhac léinn bheith mar chúntóir ranga agus is deis bhreathnóireachta í chomh maith. I ranganna teagaisc sa choláiste déanann na mic léinn machnamh ar a dtaithí ranga.

Socrúchán Scoile 2: Filleann na mic léinn ar an seomra ranga sa dara seimeastar. Cuireann siad aithne ar rangtheagasc de réir a chéile agus bíonn an t-ualach múinteoireachta ag méadú céim ar chéim. Solathraítear deis do na mic léinn gach cuid den churaclam a rinneadh tagairt dó sna léachtaí go dtí sin a mhúineadh.

Second Year/An Dara Bliain

School Placement 3 is undertaken in a multigrade class between 1st and 4th as a partnered or as a non-partnered placement. The placement prioritises learning about multigrade class teaching; it provides the opportunity for students to develop their ability to plan for different class levels and to develop their ability to manage a multigrade class while recognising that this is only the student's second teaching placement.

School Placement 4 combines observation and teaching of a senior class (5th - 6th) and all areas of the primary school curriculum are taught on this partnered placement.

Socrúchán Scoile 3: Déantar seo i rang ilghrád idir rang 1-4 mar shocrúchán le páirtneir nó gan pháirtithe. Cuireann an socrúchán seo béim ar fhoghlaim faoi mhúineadh i suíomh ilrangach: tugann sé deis do na mic léinn a gcumas pleanála a fhorbairt do ranganna difriúla maraon lena gcumas bainistíochta a fhorbairt sa suíomh ilrangach ag cur san áireamh gurb é seo dara socrúchán scoile ag an mhic léinn.

Socrúchán Scoile 4: Nasctar breathnóireacht agus rangtheagasc sna hardranganna, agus déantar teagasc ar gach gné de Churaclam na Bunscoile a theagasc ar an socrúchán páirtithe seo.

Third Year/An Tríú Bliain

School Placement 5 is undertaken as a solo placement in an infant class. This placement combines observation and whole class teaching and students teach for the full school day. All areas of the primary school curriculum are taught.

Socrúchán Scoile 5: Déantar an socrúchán seo gan pháirtneir i rang naíonán. Comhcheanglaíonn an socrúchán seo breathnóireacht agus rangtheagasc agus bíonn an mac léinn ag múineadh don lá ar fad. Déantar gach gné de Churaclam na Bunscoile a theagasc.

Fourth Year/An Ceathrú Bliain

The Extended School Placement (School Placement 6 and School Placement 7) is a non-partnered placement involving whole school activities and two class placements.

An Socrúchán Scoile Fada (Socrúchán Scoile 6 agus Socrúchán Scoile 7) Ní bhíonn páirtneir ag an mac léinn ar an socrúchán seo. Cuimsíonn sé gníomhaíochtaí uile scoile agus déantar dhá rang éagsúla a theagasc.